

NEW YORK SCHOOL JOURNAL

AND

Educational Directory.

Vol. XI. No. 313.

NEW YORK, JULY 28, 1877.

Price Seven Cents.

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Your Manner.

The bearing and conduct of the teacher in the class-room and before his pupils is a vital thing. We can conceive that a person may be richly endowed with many of the qualities which we are accustomed to consider as indispensable to the teacher,—and yet, without a due appreciation of that subtle thing which we call manner, fail altogether of discharging in a proper way the high functions of an educator.

The way in which the teacher carries himself in the presence of those who look to him for physical and mental, and oftentimes moral guidance, is of incalculable moment. The influence which he exerts upon those who, for the time being, are his own children, is deeper and more enduring than he or they are aware of. He touches unconsciously the most delicate and sensitive chords of the human frame. It is inevitable, when he confronts his class, that he should put forth an influence to which they are as quick to respond as plants to the sunlight.

"The stream cannot rise higher than its fountain," says the proverb. The sharp eye of the pupil sees through all disguises. His instinct penetrates to the undercurrents of his instructor's life, and he is of necessity more awayed by them than by any mere surface movements. Moreover, although the external restraints of the teacher may be manifold, although he may set the strictest watch upon his movements, and determine that he will rigidly hold himself to all the rules of propriety, yet, if his disposition is base, its baseness will appear; if his temper has never been fully subjected to the harness of his will, occasionally it will obtain the mastery over him. There will come times in his experience when the real man, and not the mask that hides him, will stand disclosed to him whose destiny he seeks to shape and control. The very first duty, therefore, of the teacher, is with his own soul, to discipline and sanctify it. Before he ventures to take up the solemn duties of his office, he should fashion the faculties of his mind, and so cultivate the feelings of his heart, that his conduct will invariably indicate gentleness and sunshine within. It is possible for the character of the teacher to be so developed that he will diffuse warmth and light wherever he goes, and convince those who feel the one, and behold the other, that they are the result of an inward flame.

There are none so quick as pupils, of whatever grade, to detect shallowness and superficiality; there are none so keenly alive as they to indifference and apathy. They demand of their preceptor, that he shall be a real master, that his eye shall range over fields which they cannot see, that his mind shall embrace truths which they cannot comprehend, and, above all, that he shall feel the importance of the position to which he is leading them. In other words, the teacher must have a perfect mental grasp of every subject with which he undertakes to deal. Then, too, there must be enthusiasm in dealing with all the problems by which the powers of the learner are challenged. The in-

telligence which simply glistens and sparkles with icy coldness can do but little to encourage the timid youth to enter upon that difficult and painful pilgrimage which Knowledge demands of all her votaries. The surest way, not to say the only way, to awaken an interest in the study of any subject, is for the teacher to show an interest in it himself. The pupil will always find it hard to resist the contagion of example. [The teacher whose eye never kindles, whose voice never betrays any warmth, whose manner never indicates that his mind is expanding with admiration of the truth which it is his business to present in clear and attractive outlines to others, cannot complain of the interest of his class flags repeatedly, and now and then dies out altogether. There is no exception to this rule. From the lowest room in the primary school to the professor's chair in the university, the teacher must show a lively sympathy with his subject before he can achieve results in the least degree satisfactory. To teach even the most advanced studies, studies which require for their elucidation a wide and various learning, we would prefer the novice even, who is but a little way in advance of his pupils, who yet has the true scholar's zeal for knowledge, to the most grave and learned instructor who teaches in the cold, formal, perfunctory way which we have sometimes observed in teachers of great intellectual ability, whose fame for scholarship was world-wide.

Again, the teacher must exhibit in his conduct and bearing, humanity. By this we mean that he must show himself conscious of fellowship with his pupils; not merely that he belongs to the same race with them, but that he and they have common experiences and privileges, common duties and responsibilities.

It is just here, perhaps, that our modern methods have improved so much over those that were in vogue a century ago. Formerly there was no bond of union between teacher and pupil. Students were driven to their tasks like cattle. Their manhood was overlooked or forgotten. The idea does not seem to have grazed the teacher's mind, that there was such things as mutual rights and obligations. The leading aim seemed to be to wring from the student as high a degree of performance as possible, without regard either to the pain and hardship involved in it, or to the suitability of the work done to the intellectual condition and needs of the student. Milton speaks of "a preposterous exaction, relating to classical studies," in the schools and universities of his time; "forcing the empty wits of children to compose themes, verses, and orations, which are the acts of ripest judgment, and the final work of a head filled by long reading and observing with elegant maxims and copious invention." These are not, he says, "matters to be wrung from poor striplings, like blood out of the nose, or the plucking of untimely fruit."

In everything, therefore, which relates to the teacher's word, he should have regard not only to his outward conduct, but to the very spirit which he brings to the performance of his tasks. He should first seek a cheerful and happy frame; but in addition to that, he must make his pupils feel that the things with which he deals are vital, and that he and they are seeking together the beneficent results of all learning.

For the NEW YORK SCHOOL JOURNAL.

One of the Things Much Neglected in our Schools.

NO. II.

How shall we make good readers, is the question that comes to every earnest teacher in our land. How shall we obtain distinct articulation; how shall we secure a correct expression; how shall we modify the singing tone, the drawing sound, the schoolish manner so frequent in our

schools? How shall we implant in our pupil's hearts, the artist's soul, leading them to a complete and perfect thought, a most potent mastery of language and utterance, and the most artistic rendering of the author's meaning, giving life, light and expression where would otherwise be only dullness and monotony, an air of routine and a weariness.

The bell taps; the teacher calls the class; all rise with an instantaneous movement—no laggards, no slothful ones, provoking mischief; with books in position, heads erect, shoulders straight, they step into rank and file, and take their seats in class, a specimen of a model school, a model teacher.

Surely, here we find reading flourish. The shades of Demosthenes shall invoke eloquence from heads of tow and Scandinavian tongues, and Cicero's vials of oratorical wrath, shall be hurled in anathema's against the younger Catalines.

The teacher demands the attention of the class. Joshua reads; and lugubrious tones swell forth from the depths of his breast, and melancholy are the sounds of his best directed efforts.

How many of us have observed this fault in school-reading. The pupils will acquire a manner like a funeral procession, the requiem of a wind harp, or Pleyl's hymn. Sentiments comic, or satire, plaintive or sad tragedy or parody, receive a like attention, are treated with a similar respect. The teacher passes it in silence. It is correct—well-read, no criticisms, nothing said in regard to the meaning, the idea, and thought of the author is not brought out; no heed is paid to this part of the exercise, Joshua is not supposed to know whether he is reading the Bible, catechism, spelling book or comic almanac. Another pupil reads, and reversing the process, the natives of Abyssinia would be astonished at the sharpness and shrillness of the sounds. Majors and Sharps are no comparison to the young tyro's rendering of his portion of the school reader. He can be heard distinctly in the farther part of the room, and Johnny needs no hints as to a sufficiently loud tone. These are not exceptions. Every teacher knows too well this high school tone, and how difficult it is to eradicate a habit thus once acquired.

Again, Sarah reads in muffled notes scarcely intelligible, and another sputters and pours out sentences into seeming nonentity.

Many of these troubles are caused by heedless teachers. Their pupils are allowed to read in a sing-song, careless manner, until habits are fixed which years of the most careful labor cannot overcome.

As we have said in another article, indistinctness is a predominant fault. Scarcely a word comes out with those full, clear, round tones so pleasing to the listener, so seldom found, and withal so difficult to obtain in a class-reading and instruction.

The teacher having recently entered this school, stands appalled at these unforeseen results. How shall she reach these evils for which a remedy scarcely can be found. Where shall the order of good reading commence, where shall its chaos end.

The bell taps, "You may lay aside your book. Close them." "How many have read over the whole lesson before coming to the class." One or two raise their hands. "Very well, you may open your books and read ten minutes, steadily. At the end of this time, an earnest and spirited conversation is carried on between teacher and pupil as to the character of the article—by whom written, his character spoken of, (a good plan is to let the class find out for another lesson, all they can about the author; this gives interest and also a general knowledge of literature, sometimes, not otherwise obtained,) and also let every part of the article be taken up and thoroughly discussed until the

children have a perfect knowledge of its general tone and contents. Then the teacher calls upon one pupil to read a sentence, not a whole verse, as this is a bad plan, tending to confuse, and make drawing tones and schoolish manners; as the sentence is read, every word is commented upon, its meaning elicited, drawn out and thoroughly understood. A fine method to impart a knowledge of the words is to call upon different children to form new sentences, of their own construction, embodying in their thought these words of the sentence read. Thus they form a more perfect idea of their meaning, and are often able, also, to use these words themselves, thus enlarging their vocabulary, as well as improving their reading powers. If this plan is pursued thoroughly, it will greatly tend to break up these unnatural habits and tones of voice so disagreeable in school children, and so perfectly unhealthy in moral and mental manner.

Concert-reading is an old tried exercise, yet also a fine method for development of natural tones and voices. The children will catch the manner and inflections of the teacher, and perfect sounds will be acquired with little seeming effort.

We have also thought much benefit accrued from the length of time spent upon an article. At least one peice should be dwelt upon until it is thoroughly understood and can be passably well read. Many teachers allow a class to gallop through the Reader, reading page after page, knowing little or nothing of what they are passing over. Such work is only too palpably poor to be countenanced in any teacher at the present time. It makes poor readers, poor scholars; gives little discipline, no thoroughness, and bad habits of thought are thus acquired.

Also a distinct enunciation is of the most importance. There can be no good reading without this first requisite.

Every letter, element, word and sound should receive its full attention. The sub-tones, the atonics must be perfectly rounded, fully modulated, and rolled out. As a practice for this exercise, the pupils might be drilled in pronouncing separately all words most difficult of distinct enunciation. For instance take the word *this*: let the pupils sound it fully and clearly, giving to the sub tones a clear, forcible, perfect pronunciation. This method should be pursued daily with all difficult words and phrases, and will be found of great interest and pleasure, as well as a profitable investment as regards a decided approach towards good reading.

Also, another fine exercise is a daily practice in the sounds of the letters, teaching minutely and carefully every part of this important subject.

These general outlines we have found advantageous ourselves in the pursuance of good reading, and we think others may also use them with profit and benefit.

SARAH STERLING.

How to Teach English Grammar.

[We find the following in a volume entitled "School Inspection," by D. R. Fearon, former Inspector of Schools in England. His views merit a careful reading:]

The proper way to teach English grammar is not to begin, as in the case of Latin, or of any other highly-inflected language, with the study of the noun, adjective and verb, and their inflexions, but to begin with the study of their logical relations; or, in other words, to begin with the analysis of sentences. In studying Latin or Greek, it is absolutely necessary to acquire a knowledge of the ordinary inflexions of the noun, verb and adjective, before any progress can be made with the sentence; and this is also the case to a certain, though a less degree in German, and perhaps also, though to a still less degree, in the case of French. But in the case of English it is absurd to waste time over learning the cases of nouns which have lost all their case endings, and have substituted for these case endings structural position or logical relation in the sentence. What is wanted is to get as quickly as possible a notion of the structure of the sentence and of the logical relation of its parts. And for this purpose the teaching of English grammar should be begun and based throughout its course, on the analysis of sentences.

The teacher should, immediately after imparting the first elementary notions and general definitions, proceed to the subject and predicate, beginning with the noun and pronoun as the subject, and with intransitive verbs, as verbs of complete predication. He should then pass on to the direct objective relations of nouns and pronouns with verbs of incomplete predication, introducing no more study of case-endings than is absolutely necessary for the purposes of the pronouns. Number, gender, person, tense, mood and voice should be taught as modifications of these relations.

Having thoroughly worked these forms and relations of the noun, pronoun and verb, always by means of the structure of a simple sentence, the teacher should proceed to the enlargement of the subject, and thereby introduce for the

first time the so-called possessive case-ending of nouns and personal pronouns, the adjective, the noun in apposition, the possessive pronoun, and the participle. Having treated of the simplest forms of enlargement of the subject, he should proceed to the simplest forms of extension of the predicate. In this relation he should first introduce the adverb, showing its use both for extending the predicate, and by means of the adjective, for further enlarging the subject. He should then introduce the indirect objective relation of nouns and pronouns—such as that which is called, by analogy with Latin, the dative case—always as a means of extending the predicate.

All through this course of teaching, it is an essential thing that the children should be required to make and form simple sentences in various ways, so as thoroughly to understand the practical application of what they are learning to the art of speaking and writing correctly. The teacher should then go on, by way of further extension of the predicate, and of further enlargement of the subject, to the use of the preposition with nouns and pronouns. After this he should proceed to easy types of complex sentences; teaching the children the use of the subordinate sentence, and therewith introducing to them for the first time the conjunction, the relative pronoun and those words such as "why," which answer the purpose of a relative pronoun and preposition combined. By this means he will be able to teach them to distinguish with confidence between the several uses of words—such as those words which are sometimes used as prepositions and sometimes as conjunctions; these which are sometimes used as conjunctions, and sometimes as relative pronouns, and the like.

Having thus given the children their first notions of the relations of a subordinate to a principal sentence, he should then return to the simple sentence, and should instruct the children in the various kinds of phrases, in the more difficult uses of the participle and in the nature and functions of interjections; and after this should go back once more to the complex sentence, and carry on his teaching into the different kinds of subordinate sentences: being extremely careful at this point of his teaching to ascertain that the children see clearly the reason why any given subordinate sentence is substantival, adjectival or adverbial, by making them always point out the word in the principal sentence upon which the subordinate sentence depends.

(For the NEW YORK SCHOOL JOURNAL.)

How I was Promoted?

BY AN EX-PUPIL WARD SCHOOL 15.

It is only the child who has advanced one step at school on account of hard study and real merit that should count himself a genius; but he who is thus advanced by accident should not feel any particular pride in his promotion. I cannot tell how on the occasion of which I am about to write, I came to be promoted—I had emerged from the infant class many years before, and now looked upon its inmates very much like a parent would upon his child—with paternal tenderness. I was a stripling of eleven or twelve summers, not particularly fond of study, and having a perfect hatred of algebra and history. My teacher was a tall, elderly man, of quiet dignity, but a great egotist. He was, however, a man of profound intellectual acquirements and as familiar with the classics as I was with common fractions. A scholar himself, he exacted from his pupils a strict devotion to study. For about two weeks preceding such examination day, the scholars of our School were thoroughly drilled in all their studies, and the application became at last so irksome and severe that we came to regard our task in the same light as an invalid would his nauseous dose of medicine. Boys are equal to almost any emergency, however, and how to evade our studies or make our burden lighter was the subject most paramount in our minds. At last a felicitous thought struck one of our number. Among the 25 or 30 members of our class it was mutually agreed that each should be dependent on the other for assistance. To illustrate: Those who were learned or proficient in any one study should assist those deficient, and so with this co-operation it was only necessary for each scholar to pursue a single line of study instead of a number. Much mental labor was thereby expected to be saved. A system of whispering telegraphy was to be adopted. Some studies come as naturally to a child as a duck goes to water, and what to one is a task is only pleasure to another.

Having perfected our plans, we put them into immediate execution, and flattered ourselves that they would escape detection. At last examination-day, so eventful in the life of almost every arrived. It was a glorious day, bright and full of sunshine and promise to all. A thought of failure to pass a creditable examination we would not entertain for one moment; for is there not union in strength, and was not each of us pledged to assist the other in the event of not knowing the answer to any question propounded by the

examiner? How far circumstances justified our confidence the sequel will show.

A certain position was always assigned to each scholar, and he always returned to his place in the class. Upon this day, however, much to our surprise and confusion, we were placed according to size, like a company of soldiers.— This innovation occurring at any other time would not have occasioned any comment, but taking place just at this particular juncture it excited much discussion. This disarrangement of our plans virtually made them inoperative, and it was now a mere matter of chance who would pass through the ordeal without blundering. It must not be supposed that because each scholar had perfected himself in only one study, that he knew absolutely nothing about the others, but his imperfect knowledge of them would not stand the test of a full interrogation. Events which disclosed themselves subsequently convinced us that the change in our positions was not the result of accident, but deliberately made on the part of our schoolmaster, who had detected our little game almost in its very inception, and was now determined to revenge himself upon those who would betray his confidence. How many of my classmates that day failed in history, grammar, arithmetic and in every other study they had neglected, I will leave to the imagination of the reader, but I was among the few fortunate enough to be asked questions that I could correctly answer, and I owed my subsequent promotion, not to any closer study or special merit, but simply to lucky circumstances. How many people owe their advancement to chance? They do not possess talents superior to those with whom they associate, and yet they are singled out by fortune, carried forward step by step, until the very pinnacle of fame has almost been reached.

(For the JOURNAL.)

A Visit to Vassar.

In answer to an invitation, we recently visited Vassar College. The buildings are about two miles from the city of Poughkeepsie, contain accommodations for 400 students and their teachers, and are reached by means of a horse-car-track laid expressly for conveyance to the college. Upon arriving we were immediately conducted to the lady-principal, whence to be shown whatever is worth seeing at Vassar.

In the parlors which are plainly furnished we noticed an immense portrait of Mathew Vassar, the founder of the institution. This was formally incorporated as such by act of legislature Jan. 18, 1861. We notice a number of departments. First of these the treasurer's department, under the care of M. Vassar Jr., a nephew of the founder. This department includes the post office, express office, telegraph and a diminutive bookstore. Then the guide and messenger's department, from which wires extending over the building are connected with a battery in the chemical laboratory: by these the regular hours are struck all over the house. This is an important feature, as any one will realize who has had in charge the timing of the bells in a medium-sized School-house.

At Vassar a resident lady-physician superintends the sanitary regulations of the building, and attends to the health of the inmates. In the third-story is the hospital where those who are fatigued simply with the nervous strain incident upon the school routine, may find rest and quiet.— The resident-physician sits at the faculty-table in the great dining-room, and before eating her own breakfast writes excuses for the young ladies who for any cause whatever are absent from the table. The young ladies are required to remain a certain time at the table, at the expiration of which a bell is rung and they are allowed to withdraw, and as the girls left the room in couples we observed them lingering to exchange a friendly greeting with the lady-principal.

The hours, from 8½ to 12. 1½ to 5½ and from 7 to 8 in the evening are fully occupied with either work or recreation, but no student is allowed to study for more than three hours at a time. Rowing and all other out-of-door exercises are in great demand. The gymnastic dress in a loose gray frock sashed with ribbon; this is the nearest approach to plainness of apparel. The reading room and library are elegantly fitted up, the collection of natural specimens is also fine. The reading room contains all the magazines down to "St. Nicholas;" we noticed the "British Quarterly" and the "Revue des Deux Mondes." But before leaving the matter of papers we should note the "Vassar Miscellany," a monthly of nearly the size of Harper's. It is edited by the young ladies of the college; it consists of selections from the essays of the students and news of the marriages, deaths, etc., of former pupils. Candidly we think the Miscellany dull for general readers, but as everything one accomplishes is well received among friends, so the Miscellany is doubtless appreciated by those for whom it is especially intended—the entire college circle.

At some distance from the main building stand the Observatory and the Museum; the latter contains a number of small practising rooms, reminding one of chambers, each furnished with a piano and a high wooden chair, together with a set of music shelves. Fortunately the pianos were at rest when we approached the building! We are fond of music, but music under the direction of a professor and ten lady assistants, as is the case at Vassar, when multiplied to undue limit, amounts to discord.

But it is not our purpose to furnish a catalogue of Vassar or to reprint what has already been published. We hasten on to what will better satisfy the reader. For a long time after the generous endowment of Vassar College by its founder, it was supposed that there would be a number of free scholarships. But we were expressly informed by the lady principal that no free scholarships ever existed. The regular charges, as one may see by the catalogue, are \$400 per annum, while \$100 extra is said to be sufficient to include traveling expenses, etc. After at least six months of Vassar work a deserving student may receive \$100, perhaps \$200, towards defraying expenses. For one totally unlearned in the languages six years is required to complete the course—the first two years being preparatory. If she has read Latin three years and is otherwise prepared in French, etc., the student may finish in four years. Then one may receive a partial diploma for partial work done. A year or two devoted to one or two favorite studies would satisfy many, and such diplomas seem to be within the reach of any teacher desiring classical or other testimonials from Vassar.

N. W.

(For the NEW YORK SCHOOL JOURNAL.)

Curious Facts.

Some curious facts are presented in the volume of statistics—resulting from collating the examination of drafted men from the army—which are particularly interesting to those engaged in professional pursuits. In the work entitled "Medical Statistics," under the head of professions are included clergymen, physicians, lawyers, public-officers, editors, teachers, students, druggists, architects and musicians were examined for the purposes of a draft taken indiscriminately from all classes. 7,676 belonged to these different professions. Of this number 712 were clergymen, 1,235 physicians, 732 were lawyers, 623 were public-officers, 73 were editors, 1,625 were teachers, 1,625 were teachers, 622 were druggists, 252 were architects and 415 were musicians.

It may now be interesting to note what number per thousand of those following the different professions were set aside as not subject to military duty on account of the different diseases which will be enumerated.

From consumption, most prevalent and fatal of all diseases, we find that editors have suffered the most and musicians the least. 82 from a thousand is the rate rejected of the editorial fraternity, while from the same number only twelve musicians escaped liability to draft from this cause. It is suggested in the report that so few of the latter class were victims of consumption from the fact that musicians so generally play upon wind-instruments, and by this exercise afford healthy expansion to their lungs. Next to editors, follow in the order of liability to this disease, dentists, architects, public-officers, physicians, teachers, clergymen, lawyers, druggists, students, and musicians.

Of diseases of the nervous system we find that lawyers are most frequently the victims, and the others follow in this order—clergymen, physicians, druggists, public officers, architects, teachers, musicians, students, dentists and editors. Cool-headed as the lawyers are supposed to be, they evidently are nervous, while the editors who have a whole community to please preserve an equitable frame of mind. From paralysis architects suffer the most; then the order is physicians, lawyers, teachers, druggists, public officers, clergymen, dentists, editors, musicians and students. Paralysis is a disease not so frequently affecting the young as those older, and students of whom the majority are young would naturally be expected to escape this affliction. From diseases of the intellect, or insanity, which are akin to nervous disorders, lawyers again are the greatest sufferers, and following in order are clergymen, musicians, physicians, students, druggists, teachers, architects, dentists, editors and public officers.

Editors are most afflicted with heart affections and diseases of the circulatory system; next are physicians, clergymen, lawyers, teachers and students. Strange to say, dentists and physicians suffer most from dyspepsia and troubles with the digestive organs. "Physician, heal thyself," and "dentist, look after thine own molars" are idle exhortations when the table spreads its attractions before these workhorses. Perhaps a more charitable explanation may be found in the fact that anxious and impatient patients often allow these professional gentlemen but little time to snatch a hasty meal, and no time at all to digest it. Dyspeptics next in order are editors, public officers, clergymen, druggists, law-

yers, architects, teachers, musicians, and students.

Those most troubled with obesity or a superabundance of fat are first the nervous lawyer, and then in order the dentist, musician, student, clergyman, physician, teacher, druggist and editor.

For all diseases taken as a whole the report shows that the ratio of editors rejected was the greatest, while following in order came, teachers, physicians, clergymen, public officers, dentists, lawyers, architects, druggists, musicians, and last and least of all, students.

B ***

RECITATIONS & DIALOGUES.

Maud Muller.

Maud Muller on a mild March day
Vowed she would move on the 1st of May.
Not but the house she occupied
With modern improvements was supplied.
But when on the paper her eye she set
And saw the advertisements "To Let,"
Her comfort died, and a vague unrest
And nameless longing filled her breast—
A longing that well-nigh drove her mad
For a nicer house than the one she had.
Larger, cheaper, in better repair;
Five minutes' walk from everywhere;
A basement-kitchen without a flaw
A room for her husband's mother-in-law,
A parlor, 18x23,
And a sunny, airy nursery.
She rented a house by no means bad,
Yet not near so nice as the one she had.
And hunting, and packing, and moving day
Were enough, she said, to turn her gray.
And as on an upturned tub she sat,
In the new house, dusty, desolate,
And heard the truckman not "with care,"
Dump a basket of crockery-ware,
She mourned like one of all hope bereft
For the cozy dwelling she had left.

The Mother's Good-Night.

W. WALLACE WHITE.

Oh, who has not heard it,
The mother's good-night!
In tones kind and gentle,
As we passed from her sight.
Her look full of blessings—
Her prayer low and dear;
How memory recall it,
And her voice we still hear.
She is the truest and best,
She is life's greatest treasure;
So steadfast, true and kind,
Her every wish is our pleasure,
And how much she has suffered,
What anxiety and care—
Always watching o'er us,
With trust and with prayer,
In our long hours of slumber,
Far away in our dreams;
Her spirit hovers o'er us,
Like the Sun's brightest beams.
We fancy we see her—
Though shrouded the sight,
And we hear in the stillness
Her gentle good-night.
O, we bless thy sweet memory,
How we cherish thy name;
At home, or far from thee,
Thou art ever the same.
Though out in the cold world,
And far from thy sight;
In spirit thou art with us,
And we hear thy good-night.

(For the NEW YORK SCHOOL JOURNAL.)

The Young Phrenologist.

CHARACTERS.—Arthur, Frank, Martin.

MARTIN reading. ARTHUR walking up and down the room. FRANK writing.

Arthur.) What are you reading, now, Martin? I have spoken to you a half a dozen times.

Frank.) He is abstracted. He can't hear.

Arthur.) (Looking over his shoulder and shouting) Martin!

Martin.) (Abruptly) What do you want?

Frank.) What are you reading?

Martin.) "The Rational Phrenologist."

Arthur.) There, I knew it was some sort of "ology." The other day it was psychology, and last week geology.

Frank.) He will want to try his knowledge of this soon. Let him inspect our skulls.

Arthur.) Oh, yes! Come Martin, put away your book.

Martin.) What?

Frank.) (Very loud), We want you to examine our heads.

Martin.) Oh, how obliging you are. I would have asked you to let me, but you make such fun of me, whenever I attempt anything of that sort.

Arthur.) I will be as solemn as a judge.

Frank.) Now, Martin, don't go back to your book again.

Martin.) (Shutting book.) I'm very anxious to try. Who shall I take first?

Arthur.) Here, I am ready. (sitting down.)

Martin.) (Feeling of his head.) Here is a very large bump.

Frank.) Laziness! Conceit! Inquisitiveness!

Arthur.) Why, really, you overpower me, my friend, by your flattering opinion.

Martin.) It's right by his ear. Let me see, it is revenge or calculation.

Frank.) Revenge, of course.

Arthur.) Oh, that's where Phil. Harmon hit me with the bat.

Martin.) Well, this lump here means either obstinacy or generosity.

Arthur.) Generosity, I'm sure, I gave a tramp three cents, yesterday.

Martin.) I never saw such huge bumps. Here is a very large one above your eye.

Frank.) I gave him that in a fight last month.

Martin.) Keep your head still, Arthur.

Arthur.) I won't. You may pull Frank's hair, now.

Frank. (sitting down.) If you do Martin, I'll have to try my powers of fight-iveness again.

Martin.) This is destructiveness, immense; affection, small, undeveloped; sarcasm, very prominent.

Frank.) See here, Martin, can't you improve that? Say for instance, wit, beauty, knowledge, etc.

Martin.) I can't make the bumps. I tell you what I find.

Frank.) Then for goodness sake do find something better than destructiveness, if you can.

Martin.) Here is the organ of music.

Arthur.) What tune can he play, Martin.

Martin.) Here is patriotism.

Frank.) How you pull.

Martin.) Do I hurt you. Let me see, is this wit?

Frank.) Ah! that's something like it.

Arthur.) Have you got your wits about you, Frank?

Martin.) And this—the largest of all—I'm sure it is—yes—conceit.

Frank.) How hot this room is. Some one open a window.

Arthur.) Don't be so modest, Frank.

Frank.) I think that's enough. Come let us examine the Professor's cranium.

Martin.) If you will tell me where the bumps are, I will tell you their names. (sits down.)

Arthur.) Here is one, right in front of the ear.

Martin.) Appetite.

Frank.) Here's another, above your ear.

Martin.) That must be—(thinking)—destructiveness. But don't pull so hard.

Arthur. (pulling his hair.) What is this bump?

Frank.) And this one?

Martin.) I ought to have known, you were laughing at me. You cannot appreciate the utility of—

Arthur.) Oh! Oh!

Frank.) Oh! Oh! Oh! (both run out.)

Martin. (following them.) What simpletons.

THE salary of the principal of the Girls' High and Normal School in San Francisco, has been raised from \$3,300 to \$4,000. This was done on the petition of twenty of the wealthiest men of the city, representing more than sixty millions of dollars.

REV. C. Y. MILLS and wife, founders of Mills Seminary, at Brooklyn, Cal., have recently deeded the institution, valued at least at \$100,000, to trustees and their successors forever, for the specific purpose of educating young ladies.

Miss Georgiana Boutwell, a daughter of Senator Boutwell, is at the head of an organization which is establishing a normal school for the instruction of colored teachers, and a large building for this purpose is to be erected immediately at Washington.

John Grenville Kane.

On the 5th of July, at 4.15 P. M., just as President Wood, had struck his gavel, on the desk in the Hall of the Board of Education, and was uttering the usual formula, "The hour of a meeting having arrived, the Clerk will please call the roll," the late Commissioner of Common Schools, John Grenville Kane, had answered "adsum" to that roll call which never ceases and stood in the presence of The Master.

Mr. Kane was born in this city, on the west side of Nassau street, between Fulton and John streets, on the 9th of October, 1826, and we believe that the property still belongs to his heirs. He was the elder son of Oliver Grenville Kane and Eliza de Gerrincourt. His younger brother Pierre Corne Kane, died about 12 years ago, of illness brought on by a wound received when he was serving as Lieutenant Colonel in South Carolina, aggravated by the malarious influence of that climate. His widow who survives him was Edith Brevoort, and by her he left three sons, and one daughter, who have succeeded to the property, of their uncle, John Grenville Kane.

The late Mr. Kane, was a graduate of Columbia College and was educated for a Lawyer, and practiced that profession with fair success, until he was appointed Secretary of the Dept. of Docks, 27th of October, 1870, in which position he manifested much executive ability, combined with courteous and agreeable manners, taking at the same time a deep interest in the development of the natural resources of our magnificent harbor, so that upon the resignation of his position as Commissioner of docks, by Henry A. Smith, Esq., Mayor Hall appointed Mr. Kane, his successor with the cordial approval, of the four Commissioners at that time on the Board. Shortly before this, Mr. Kane had a large fortune amounting to between six and seven hundred thousand dollars, left to him by Mr. John Lawrie, a Scotsman, who (with his elder brother George), was a merchant in this city for more than 50 years, during the course of which, the two brothers, who were bachelors, accumulated a large fortune. About twenty two years they both went to London; there George the elder, died, leaving his money to his brother John, who dying about the end of 1870, bequeathed all his American fortune to the late John Grenville Kane, while his English fortune, amounting to about as much as his American, he bequeathed to Mrs. Grant, (nee Lawrie) a distant cousin, and wife of Colonel Grant, the colleague of Speke, in his African discoveries.

Mr. Kane's accession of fortune, made no difference in his attendance to his duties at the Dock Department, but he, and all his Colleagues, were legislated out of office on the 20th of May, 1873, by the so called reform party of the day, and a pretty mess they then and there made of that most important Department.

Mr. Kane being desirous of employing his time and talents in the service of the City of his birth, and of his love, was appointed by Mayor Wickham a Commissioner of Common Schools, on the 17th of November, 1875, to serve for the term of three years from the 1st of January 1876 to 1st of January 1879. In January last, having previously served for a year in the Committee on Normal College, he was appointed Chairman of that important Committee, but had hardly assumed the office when symptoms of illness began to manifest themselves, he, however, addressed the Students of the Normal College in a very pleasing speech on Monday, 22nd January last, expressing a hope that he would frequently have that pleasure again. "Sed Deus aliter visit," and his first visit, as chairman of the Normal College Committee, to that Institution, proved to be his last.

Mr. Kane attended on the 7th of February, for the last time, the meeting of the Board of Education, and on the 14th of April, intimated to the Board of Education that he had that day tendered his resignation to Mayor Ely, as he saw no immediate prospect, of a recovery sufficient to justify him in any longer retaining a position the requirement of which, he was physically unable to fulfil. On motion of Commissioner Walker, when Mr. Kane's letter was read, a very complimentary resolution, was unanimously passed, regarding the services of the retiring Commissioner, by which we have reason to know, that Mr. Kane was very much gratified.

From this, time Mr. Kane gradually grew worse and worse, suffering intense pain from his mortal disease, but bearing it all, with equanimity, continuing to the last, deeply interested in all school affairs, and particularly on the Normal College, making a point of his sister-in-law and nephew leaving his sick bed, and attending the Commencement of the Normal College, on the 28th of June last, that he might at once have a full report of the proceedings from them.

His mind continued perfectly clear amidst all his sufferings, and on the day before his death, he dictated the names of his Pall-bearers, to his sister-in-law, giving not only

their names, but their initials and addresses and naming 12 gentlemen, out of which number to select 8, adding, "for at this season, some of them may be out of town."

The funeral services, took place at Grace church, on Monday, July 9th, and the remains were taken to Greenwood.

Mr. Grenville Kane's great-grandfather, came to New York, from Ireland, in 1752, and was then about 18 years of age. He was said to be sent out here as a possible troublesome claimant to the Shane's Castle Estate, on Lough Neagh, Ireland. His great grand-mother, was a Rose O'Neill, of the Shane's Castle family, and there was a disputed succession to that property, on the death of Charles O'Neill, who married a daughter of Charles, Duke of Bolton, and died childless, in 1716—being succeeded by "his kinsman" John O'Neill, commonly called "French John," this "French" John, disinherited his eldest son Henry, leaving his vast property to his second son Charles, but the last of Charles' descendants, the 3rd Viscount O'Neill, John Bruce Richard O'Neill died childless, in 1855, when the great-grandson, of the daughter, and only child of the disinherited John, who had married a Rev. Arthur Chichester succeeded as heir general, to the Shane's Castle Estate; these Chichesters were in olden times the hereditary enemies of the O'Neills, but "time works wonders," and the Rev. William Chichester, who succeeded as his great-grandmother's heir, and who was a curate, with a salary of £300, changed his name to O'Neill, and inherited a property with a rent-roll of £4,500, per annum and has since been made a British Peer, by the title of Lord O'Neill. So much for Mr. Kane's Irish ancestry. Through Mr. Kane's great-great-grandfather, the Rev. Elisha Kent, who was the grandfather of Chancellor Kent, and father of J. Grenville Kane's emigrating ancestor's wife, and for whom that ancestor dropped the prefix O' from his name, and became a Protestant, having previously won his father-in-law's consent, to his marriage by an apt quotation from Horace, he (J. G. Kane) was descended from the Rev. John Russell, Minister of Hadley, Mass., from 1659 to 1662, and there had hid in his house, for some years, Colonels Goffe and Whalley, two of the Judges of Charles the 1st, who fled to America, on the restoration of Charles 2nd.

From the John O'Kane or, Kane, who arrived in New York, in 1752, there are numerous descendants in New York and Pennsylvania, who have married into the best families, in both States. Judge John K. Kane of the U. S. District Court of Pennsylvania, was a grandson of his, and the Judge was the father of Dr. Elisha Kent Kane, the Arctic explorer, and of General Thomas L. Kane, who did effective service, during the war of the Rebellion, as leader of the Pennsylvania "Bucktail" Brigade. Another of his great-grandsons, was Brig. General Frederic Winthrop, who fell mortally wounded, when heading a gallant charge of his troops, at the battle of Five Forks, the last of our Generals, who was killed in the war of the rebellion. Still another great-grandson, is Col. DeLancy Kane, of coach driving notoriety.

Mr. John Grenville Kane, has left some \$15,000 to Public Charities of the City, of this sum \$3,000 to the Eye and Ear Infirmary, of which Institution, he was nominated a director by Mr. John T. Agnew, when he was his colleague in the Dock Department, another bequest of \$2,500, is to St. Luke's Hospital, where his brother Pierre was very skillfully nursed for several months, on his return from the army wounded.

BOOK NOTICES.

Reverend Green Willingwood; Or, Life Among the Clergy. By Rev. Robert Fisher. Author's Publishing Co.

With a resolute spirit the Rev. Green Willingwood fights the battles of his brother clergymen. His armament is comprised of faithful work, hearty humor and delicate satire. Rev. Green Willingwood says and does precisely that which is wanted to be said and done, but which, for obvious reasons, cannot be spoken from the pulpit nor accomplished directly in the pastorate. We believe the book will prove to be useful, and arouse thought in those who undertake to befriend the clergy.

New Music.

"Am I Unforgiven Still," an attractive song, by Karl Arini. The music is full of melody. Price, 40 cents.

"Oh, why don't you come back to me," by DeKress, is another popular song. Price, 35 cents. "Waves of Ocean," is a new bass song by W. T. Giffe. It is easy, and affords plenty of opportunity for display and effective performance. Price, 30 cents. A very pleasing piano piece is "Something More," by M. H. Strong. Price, 30 cents. For more advanced performers, we recommend "Fleeting Fancies," a new composition by C. St. Clair. It is rather difficult, but when well mastered nothing could be more effective

live or pleasing. Price, \$1.00. John Church, Publishers.

The June number of Brainard's *Musical World*, just received and contains the usual sixteen pages of choice new music and the same amount of interesting reading matter, nearly all original, edited by Prof. Karl Merz, one of the foremost musical writers in America. Send 15 cents to S. Brainard's Sons, Cleveland, Ohio, and you will receive a sample copy by return mail.

"Shadow on the floor," is a fine song, with chorus. It deserves attention as being the production from the pen of Henry C. Work. Published by C. M. Cady, 107 Duane st. A very pretty little song and chorus, will be found in "Marina May," the words are by Ella D. Cheek, and the music by R. B. Mahaffey. It is suited to beginners, as it is second in the grade of difficulty. Publisher, C. M. Cady.

The *Folio*, for July contains, "A Poor Forsaken Tramp," song and chorus. "Mossy Banks; a march, by R. J. Raymond. "Artist Life Waltzes," by Strauss, and a sacred song and chorus, entitled "Thy Will Be Done."

S. Brainard's Sons, Cleveland, Ohio, sends us a very fine collection of vocal and instrumental music. Among which we notice "Woodland Beauty," a Valse Elegante. It is bright and pleasing, occupying some thirteen pages. "Till the Clouds go by," is a Scotch song, and chorus. "Pictures of Fairland" is a collection of instrumental music designed for beginners, and is written by Joseph Vary. "One little Word," is a sentimental song and chorus by Frank Howard. "Sweet Remembrances," is the name of a collection of waltzes, for the piano-forte, by Richard Banfi. Jules Laforte, has a series of songs, grouped under the head of "Beautiful Songs;" one very pretty one is entitled "Strawberries." He has also another assemblage of songs, entitled "Beautiful Ballads," and among these we take notice of "Water Cresses," a solo. "Hold the Fort," composed by Theodore Bendix, is a march in which the tune of Hold the Fort is introduced.

F. W. Helmick of Cincinnati, has just published a series of songs in book form. Ten song in each book. No. 1 contains "You'll never miss the Water till the Well runs dry," by R. Howard. "He never went back on the poor;" "Down by Dot Orchard;" by O. Thatcher. "Isn't he a Tease;" "Only in Fun;" "My Linda Love;" "As pretty as a little Butterfly;" "Pretty Little Jakey;" "All tied back;" and "Whose dat knocking on de Ole Back Gate." Price, \$1.00.

"He holds the Fort of Heaven" is a song, the words of which are by Mrs. D. M. Jordon, and the music by Charlie Baker. The title page has a picture of P. P. Bliss, and underneath is written "A Tribute to the memory of P. P. Bliss." This is published by F. W. Helmick. Price, 40 cts.

"Little Eyelids Wet with Weeping," is a song and chorus by Chas. DeKress. It is pleasing and new, and is suited to the youngest voices. Published by John Church & Co., and Root & Sons, Music Co. Price, 30 cents.

"When the Roses go to Sleep," is the title of a prettily modulated song, the word written by Chas. DeKress, and Music composed by Robt. Challoner. Publishers are Root & Sons, and John Church & Co. Price, 40 cents.

We have also received from Church & Co., an instrumental piece, entitled "The Evening Bell," by F. Mendelssohn Bartholdy. Price, 40 cents. "He Knows," a posthumous song of P. P. Bliss. Publishers, John Church & Co., and Root & Sons.

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Scribner for August.

In continuance of the plan introduced by us last year, Scribner's Monthly for August is the

MIDSUMMER HOLIDAY NUMBER.

Almost every contribution has been inserted with special reference to the number and the season. The cover has an artistic decoration by Fidelia Bridges, and the number is crowded with beautiful pictures. The opening illustrated article is devoted to

"North American Grouse,"

and no true sportsman or lover of birds can fail to be attracted by the beauty of the description and engravings. Another illustrated article,

"A Railroad in the Clouds,"

describes one of the most remarkable engineering achievements of the century, the Peruvian railway over the Andes, parts of which are over 15,000 feet above the sea level, and many of whose bridges span ravines filled with perpetual cloud. Not less interesting is

"Babes in the Wood,"

being Mrs. Janet Chase Hoyt's account, with numerous illustrations, of a trip with two children through the Maine woods in a birch bark canoe. Another illustrated article is by Dr. W. G. Beers, on

"Canadian Sports,"

No such complete and fully illustrated paper on this subject has ever before been issued. "Lacrosse," and the sports in which the Snow-shoe and "Tobogan," play the most important parts, are pleasantly described and illustrated.

"Strawberries," by John Burroughs.

is written in a style as delicious in its way as the berries themselves, and Mr. E. S. Nadal's account of a short horseback ride into New York on "The Old Boston Road," is equally delightful.

A New Story by Berthold Auerbach.

The distinguished German novelist, Auerbach, contributes an original illustrated story for this magazine.

Frances Hodgson Burnett,

author of "That Lass o' Lowrie's," has a pathetic story of a wax-works man entitled "Smethursts;" H. H. Boyesen, a story of Ohio life, called "Swart among the Buckeyes," and Mary E. C. Wyeth an amusing sketch entitled "Moses and Aaron."

A New Serial by Miss Trafton.

"His Inheritance," by Adeline Trafton, author of "An American Girl Abroad," "Katharine Earle," etc., is also begun. The poetry is by the author of "Deirdre," Steadman, Stoddard, Bayard Taylor, Celia Thaxter, and others.

Clara Louise Kellogg

has an interesting article on "Some Japanese Melodies," with the scores of three melodies.
The first edition, 75,000, of the Midsummer Holiday Number of now ready and for sale everywhere; price 35 cts. Subscription price \$4 a year.

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The Waters' pianos are well known among the very best. We are enabled to speak of these instruments with confidence, from personal knowledge.—N. Y. Evangelist.

We can speak of the merits of the Waters' pianos from personal knowledge, as being of the very best quality.—Christian Intelligencer.

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New York School Journal,

AND

EDUCATIONAL DIRECTORY.

No. 17 Warren Street, New York.

PUBLISHED WEEKLY.

AMOS M. KELLOGG, EDITOR.

WILLIAM H. FARRELL, Business Agent.

EDWARD L. KELLOGG, Subscription Agent.

TERMS TO SUBSCRIBERS.

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NEW YORK, JULY 28, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Should this paper by any means come into the hands of one not a subscriber, we ask you (1) to consider it a special invitation to subscribe; (2) to hand it to a teacher or other person who should be interested in education, and urge him to take it also.

We shall follow the same custom this year during vacation, as in past years:—to issue the JOURNAL once in two weeks. The editors are in as pressing need of the benefits of the vacation as the teachers can possibly be.

There will be two numbers issued in July and two in August.

THERE is an immense waste of labor in education. Are schools made for scholars or for teachers? The various methods prevailing in the schools will not bear a very strict examination. No teacher but feels this if good common sense is brought to bear upon it. A certain system has been adopted and is required and yet that system is not always productive of results. The methods of the school-rooms vary with the times. It is but a few years since that grammatical analysis ran rampant—that has disappeared. Before that it was mental arithmetic and that went by the board; analysis as it was called—it was rig-ma-role. The next hobby was object lessons and that is still in the school-room. By the appearance of things, drawing will be up next. All of these things are excellent as studies but bad as hobbies.

The Teacher's Rewards.

The school year is about ended and many a teacher will cast up his accounts to see how he stands and whether it "pays to teach." First there are those who have labored well and diligently and yet they are told they are wanted no longer. The reasons are numerous, a cousin or some other relative of the trustee or director is out of employment and needs a place, or the teacher has not pleased some magnate of the district, or he is too old, or * * * * *. But why recite the various petty influences that send the teacher adrift on the world. It is indeed the weak place in our school system and the cause of miseries untold. Second, there are those who are informed that on account of the hard times the salaries must be cut down. And thus we have the spectacle of teachers who have been receiving \$500 asked to take \$300. These two classes cannot be made to think that education pays.

They have given their best efforts and they cannot make a decent living by it. We do not propose a remedy. There is one and a potent one, but few teachers will work for the grand good and hence they suffer and will do so until "Civil Service Reform" comes to them, for they will not go to it.

The fortunate teacher who is told to go up higher, to receive a higher salary is indeed happy. To him the world looks bright, and he thinks that teaching pays. A word with all of you. We sincerely sympathize with those who look so sadly over the past, who see a hungry crowd anxious for their places, and they likely to be displaced at a moment's warning without a cent laid up in the bank. Your real rewards, good friends, are not to be counted out in the month's pay. You have done something more than earn money. You have made hundreds better and wiser; and if this does not give you bread and butter it gives you the consciousness that you have not lived a low and useless life. Your rewards are found in the appreciations in which your earnest labors are held by your pupils and the community. These are bestowed on but few—you are one of the favored recipients. No one should enter upon teaching without being willing to take part pay in these things. Money will not be given you in proportion to the good you do—it never has been and probably never will be.

Pestalozzi.

Every teacher should know of this wonderful man. He delighted in to go from town seeking out the poor and ignorant, educating and supporting them, adopting orphans, and if necessary begging the means to feed them. He felt the supreme necessity of the mother. He would make the school a mother—For she it is that truly educates the child into humanity. She brings into his heart its inspirations. She fills it with the legends of the past. The school must imitate and enlarge her office. What she does without method the school must crystalize into a system. Thus felt the matchless Pestalozzi, and thus feeling he wrought a wonderful revolution whose forces are even now not spent but ceaseless in energy. Teachers are you Pestalozzian in your work?

Praise the Teacher.

A little child enters the school-room. She is timid and wholly a stranger to the vast mass of learning that she must acquire in the space of ten or twelve years. The characters invented by Cadmus, she cannot call by name even. As soon as she comes in, she is taken by the hand and kindly led to a seat and made to feel that she is among friends, and especially that the lady who is talking with her, is sure to take care of her and supply the place of the dear mother she has left at home. For these first acts, that will color the whole existence of the young human being, praise the teacher.

As days pass the lessons become tiresome, the restraint is painful, the duties monotonous, and then the manager, by means of suitable exercises and music, but especially by means of a careful preparation led on by a sympathetic heart, causes the school-room to be interesting and even attractive. The path of knowledge is not strewn by her hand with flowers, but the ascent is made so gradually that the pupil needs to make no violent effort to advance. The names of different countries, of kings and warriors, of presidents and patriarchs, bays and capes, of animals and plants, and the properties of numbers, are acquired by a gradual process that is only known to the skilled instructor. So that instead of appalling, the pupil is allured, oftentimes becoming passionately fond of acquiring information. For implanting these desires, for concealing labor under the guise of play, for laying firm the foundations of useful knowledge, praise the teacher.

With the advance of years the child changes. He grows stronger in will as in body; he learns from his companions to step into paths his own sense of right tells him to shun. His growing frame pants for the freedom enjoyed by all other growing things. Yet the exigencies of life demand that he should be acquainted with abstract and abstruse things. He must enter a new domain, and know the relation of thoughts and other unseen things. Principles, generalized statements must be comprehended. The lessons are sensibly harder. He loses faith in the usefulness or necessity of his work. But his faithful guide is there still. She brings arguments for obedience and performing tasks that are new and unanswerable to him. The Right becomes less repellent; the Wrong more hideous. The routine of school life is modified so that personal freedom is enjoyed if duty is performed. The misty abstract is illustrated and made to appear plain. The need, the honor, the power of knowledge is daily and almost hourly impressed by marked examples. And, so, at last, the top of the Hill of knowledge is reached; the scholar fresh and vigorous, but his guide wearied and yet with a glad light in her eye. For this unflinching faith and works, praise, praise the teacher.

LETTERS.

ERIE, Pa., June 11, 1877.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I send you a specimen examination-paper, in language which I find to be practical and economical. But little time is required of the examiner in finding the result, and but little writing is required, as the corrections are made between the lines.

Yours respectfully,

H. S. JONES, Supt. Schools.

"N. B. Underscore the incorrect word or error, and write correctly just below.

1. It a great ways down to my two brother-in-laws' farms
2. The curious but the scattered knowledge of the moderns was his study. 3. Where did you say the lesson was?—Take a half a page. 4. Between you and I, it is difficult to distinguish between an interrogative and exclamatory sentence. 5. The cry of on to Washington was in every man and woman's mouth. 6. He don't care for nobody's else opinion. 7. You know that the teachers have to be examined. Myself and wife stood near the man and dog which caused the trouble. 8. He is one of the best teachers whom I know. John did like I did, and felt badly about it. This six week's labor is lost. 9. Send either of the ten by the empire line. It is easier said than done. Let John and I go and get the ten foot pole. 10. After laying down awhile I set up for a hour. John Brown, LL.D., will be here tomorrow by 5 o'clock. What course does the Hudson flow? 11. How can you make your happiness to consist in the opinion of other's. I intended to have learned him how to subtract. 12. Who do you take me to be? She might be young forty years ago. I would like to know whose books them are. 13. The company have only reduced the fare one-fourth. A word so universally used should not be condemned. We began to slowly move, as the major-generals waved their swords. 14. It's most time for dinner. In what longitude is Erie? I guess you're right. 15. Ignorance has been compared with a blank sheet on which one may write what they wish.

No. of errors

1. Correct between the lines. 2. Analyze from the beginning to Severe.

A country school-master had two pupils, to one of which he was partial, and to the other severe one morning it happened that those two boys were late and were called up to account for it you must have heard the bell boys why did you not come Please sir said tom I was dreaming that I was going to Margate and I thought the school-bell was the steamboat-bell very well said the teacher glad to excuse his favorite And now Bill what have you to say Please sir said the puzzled boy I I I was waiting to see Tom off

No. of errors

To the Editor of the NEW YORK SCHOOL JOURNAL.

The best thing we can do as teachers is to give of ourselves to the important work we have before us. It often seems to me that those I meet as teachers possess little if any enthusiasm or earnestness. They have places and salaries, and fill one and draw the other. I see that few, if any of those who are teaching classes in this school confer any color to their pupils. I have been here about twelve

years and see that the pupils come up through the classes with only an additional coat of facts laid on by teacher after teacher. They answer the questions of the superintendent or of the principal and are passed on as educated. Now, a very little attention to this subject will show any one that the addition of these facts is of no great moment in the life of these scholars—under these circumstances. The impress of mind upon mind is what is needed. The pupil does not feel that there is a person behind the instructor.—In other words the teacher has disappeared and an instructor is left. But the amount a pupil learns in the school room should not be the sole aim of the teacher, but under the present plan of doing things the amount is what we are solely judged by.

Yours respectfully,
R. J. C.

(The remarks of our correspondent are of the highest moment. It must strike one who is outside and looks on, that, gradually, our Schools are drifting into a state of mechanical performance of the great work of education, and are constantly going downward. Things look fair outwardly, lessons are being learned and recited, but education is being neglected. One of the causes of this alarming state of things is so well stated by another correspondent that we give his letter next. Eds.)

To the Editor of the NEW YORK SCHOOL JOURNAL.

DEAR SIR: I have been an unwilling witness of a transaction this year that ought to attract attention. Let me state it as briefly as I can. I am superintending a town where about 20 teachers are employed—all females except myself. I found upon taking charge here that there were several employed who certainly were of low extraction and in my judgment of unrefined tastes. It has been a principle with me that only the best people could educate others; those who were themselves refined could refine others; hence I have tried to select refined and high toned girls for the vacancies that have occurred. I have in no instance been able to succeed, as the board of trustees is composed of politicians and they proceed on different principles. The daughter of a clergyman lately applied for a situation, and as she was a fine scholar and gave promise of being a remarkable teacher I hoped to secure the place for her. The one, however, who passed the poorest examination was selected—the daughter of the keeper of a saloon in which as a child she had spent no small amount of time. A day or two after she was appointed, I visited her class, and just before opening the door heard her voice, "Keep still now, what is the matter wid ye," in a brogue no one could mistake. What do you say to these things?

Yours truly,
F.

(Comment is hardly necessary—the story is too plainly presented by our correspondent. Our public schools are weighed down to the gunwales with teachers of low birth and unrefined manners, and who are thus totally unfit for the high places they fill.—Eds.)

To the Editor of the NEW YORK SCHOOL JOURNAL.

DEAR SIR: The prize system never seemed so odious to me as at the commencement of our City College. I was present and saw boys or young men called up to get prizes who in appearance, dress and manners were the inferior pupils. The well developed of body and intelligent looking ones sat on their seats, while their undersized companions were commended. In fact, many of these fortunate pupils were Jews. Now, on the Hilton vs. Seligman affair, I side with the latter, so I must not be accused of prejudice, but when I see young Jews—proverbial for quickness, but not for solidity—take the prizes in our college, I am certain the system is wrong. Rewards are given for those who have the best memory of book facts. This is quite a matter of inheritance, I believe. The race are noted for attention to details, and it descends from father to son. I am informed that there is a young man in a law office in New York that has learned every case by heart, yet is declared to be incapable of becoming a lawyer. If he attended the City College he would be crowned with laurels. I should like your views on this subject. What do you think of the prize system?

Yours truly,
E. C.

[There are many objections to the prize system, and at such a place as the City College the evils become quite apparent. It is not uncommon for teachers to say, "I hope the prize will be won by —, for he is the one that should have it," to their great regret instead of the justly deserving recipient another must, by the rules, be declared the winner. The difficulty seems to be that, in nearly all cases, memory is rewarded, and not effort. It is to be doubted whether there is a merchant in the city who would prefer a prize pupil on that account. The medium pupils generally succeed best in after life. The system will, therefore, hardly bear the test of a practical examination. And, further, there are but few teachers who, when conducting a private school

where they have full control do not abandon prizes and medals and any reward system depending on a difference in natural capacity. Hence the objections to the prize system are founded on defects in its structure. The better the teacher the less need of prizes.—Eds.]

To the Editor of the NEW YORK SCHOOL JOURNAL:

The present summer has been thus far quite comfortable, and not so excessively hot, as last year's, when so many carloads, freighted with human life, were being carried to Philadelphia, to visit the Centennial Exhibition. Many families have not only deferred their arrangements for leaving the city, but think they will prefer to remain there all summer, especially since the occurrence of the late troubles on the Railroads, which, however, are now entirely subsided. It is true there are many comforts and conveniences, which can only be enjoyed at one's own fireside, the question is, which is most important, as giving the most health, which is the most conducive to invigorate mind and body and prepares most efficiently for the labors, the strains on nerve and brain of another winter's work, to quietly remain at home, or seek for awhile a complete change of air, of food, scenery, and associates. The medical profession are all in favor of the latter, and our own experience agrees with them. Unless we leave home once in a while, we all run the risk of getting into ruts of thought and of action, a calamity which brings spots of rust to the brightest intellects, and furrows on the smoothest brow. And it is just as important for a mother to enjoy once a year an entire relaxation from routine work, as it is for the minister, the editor or teacher. During the summer all the schools are closed, as they should be, and the drafts upon the mother's nervous powers in the way of finding employment for the children, planning, cleaning, and perpetual answering of questions are more constant and wearing, than any time during the year. If we could only convince these parents of the benefit a summer journey will bring them, perhaps they would endeavor to save each month a little towards that end; and here allow me to suggest, if you travel, go first-class, take all the comfort you can while travelling; palace cars if possible. You may say, for such a few hours we can stand a little [fatigue and trouble. But it is for such a little while? No, the remembrance of a delightful journey lights up the dark hours of many future years! Besides we do not want to travel just to reach a certain point, we want to want to enjoy every moment of the journey; the same, as we ought to find some pleasure in every well spent hour of life. Our journey should be to us

"Like some poem,
Some simple yet glorious lay,
That shall sooth our restless feelings
And banish the cares of the day."

In nothing else is the difference between the old stage-coach days more observable, than in the facilities, which now exist for traveling. There is no better way to study what will be, than by comparing what is, with what has been.

One realizes how much more of life can be lived in these two vacation months July and August, than in the former vacations of a teacher, whose release came for a few weeks during August. No class of citizens need and realize the benefit of a long summer vacation more than the teacher, because his is a profession, which consumes strength and vital force, by means of the nervous system, which, when once exhausted, requires a long season of rest for recuperation. Facilities for traveling, boarding and camping out have increased so much, that one may now leave their field of labor, bid adieu to their spelling book and in a few hours find a new home with new scenery, climate, life and surroundings. Many people feel timid and are fearful of accidents, those we would remind of the fact, that with all the innumerable trains, that were run last year by the Balt., Wilm. and Ohio Railroad, to the Centennial, there is not a single serious accident with loss of life on record, and great credit is due to Presidents Isaac Hinkley and Garrett, as well as to Pres. Osb. Stearns, of the Ala. Col. R. R. Co., and others for the great care and pains they took and continue to take for the safety of the traveling public. Excursion tickets are now sold from Washington or any of our large cities, good for four months, at reduced prices, to any of the famous watering places, mountain resorts or camp grounds, such as Niagara, the White Mountains, Newport, Marthas Vineyard, etc. For \$28 an excursion ticket can be bought which furnishes first class passage over the Balt. and Ohio R. R. to New York, and thence by the splendid Fall River line of Steamers to Boston; or any other line of steamers, but I mention these particularly as specially suited for family travel, on account of the opportunity they afford for a comfortable night's rest. From Boston this ticket will carry you to Mt. Desert via Portland and Bangor, and is good for a return trip. It is not at all necessary to incur a heavy hotel bill, for the sensible fashion now prevails, to hire a tent or camp equipage for a few weeks, set up housekeep-

ing in primitive style, and provide oneself with all the comforts of the season brought to the door from day to day at an expense no larger than the regular cost of board at home. It may not be practicable for many to make an extensive journey, such as the excursion tickets provides for, but most people have friends in the country somewhere; we advise these to make arrangements for regular summer visits, by providing plain dark gingham suits for themselves and children, let them pick berries and make themselves generally useful, so that their summer visit shall be a comfort to their country friends, rather than a burden. It has been said "Distance lends enchantment to the scene," and truthfully. If we look at a splendid picture from too near a point of view much of its scenic effect and beauty are lost, just so we shall see our own homelife in a new and better light when we contemplate it from the distance. Leaving home for a while opportunity is afforded us for comparing our own blessings and advantages with that of other people, and we are sure to return more contented, more grateful, and let us hope with more wisdom, to make the least of the opportunities, that have been placed on our path of life.

LOUISE POLLOCK.

NEW YORK CITY.

New York Board of Education.

The Commissioners met July 18.

Present. Messrs. BEARDSLEE, BAKER, BELL, DOWD, GOULDING, HALSTED, HAZELTINE, JELIFFE, PLACE, VERMILYE, WALKER, WATSON, WETMORE, WHEELER, WOOD, WILKINS, and WEST.

REPORTS.

Mr. Hazeltine presented the report of J. S. Babcock, principal of the Evening High School:

No. applying,	3,500
" admitted,	1,800
" at opening,	1,583
" at closing,	738
Average attendance,	1,045

The Com. on By-Laws reported against paying Mrs. Walsh the sum that would have become due her deceased husband up to Sept. Mr. Halsted moved to pay up to August. Adopted.

The Com. on By-Laws reported that the amount received from the estate of Ephraim Holbrook be applied to increase the library of books of reference in the grammar-schools and for the use of teachers. Adopted.

The same committee, in reference to deductions from teacher's pay rolls in First Ward, reported to pay the teachers full amount, but censured Trustee Owen Murphy; they say that officers who will not make themselves acquainted with the rules should resign.

The Com. on Course of Study reported a course for the evening schools. Not adopted.

The Com. on Sites recommended purchasing lot adjacent to G. S. 51. To Finance.

Also to advertise for a lot in Eleventh Ward. Minutes.

The Building Committee recommended to purchase premises occupied by G. S. 49. To Finance.

The Furniture Com. asked for \$750 for pianos. To Finance.

The Com. on Warming and Ventilating reported in favor of permitting the Open Stove Ventilating Co. to put a stove in a school room, to be designated, to see how it will operate. Adopted.

The Finance Committee recommended that Johnson's furniture be employed, as it was the cheapest, and not that of the National S. F. Co. This led to debate, but as a two thirds vote was not obtained it was not adopted. Adjourned.

(From our Correspondent.)

New York State Teachers' Association.

The Association met at Plattsburgh on Tuesday, July 24. There were seen the ardent friends of the schools of the Empire State in earnest session, in spite of the "strike" that made the Union shake. The session was opened at Academy Hall by Edward Smith, the president, calling the teachers to order. After Rev. Dr. Bulkley had offered prayer, Wm. E. Smith of Plattsburgh made an appropriate address of welcome to the friends of education.

THE PRESIDENT'S ADDRESS.

Edward Smith of Syracuse gave for his address a sketch of the progress already made in education; he then spoke of the work of past educators. He stated that no such thing as a perfect system of education had been yet realized; the advance of education was but slow, and all each generation could do was to take up the work of the last and push it onward as far as possible towards perfection, leaving generations yet to come to finish the work. He referred to the large size of most of the School commissioner districts in the State and the consequent impossibility of commissioners exercising a just supervision over the schools: they could not make more than one visit to each school during a term. The commissioners should visit schools at the first of the term and point out defects in teaching, and again at the close in order to see what improvement had been made.

One improvement visible was the enlargement of the field of work; formerly the studies of reading, writing and arithmetic had been deemed sufficient for common schools. Reading should not be confined to the text books, but extracts from newspapers and periodicals of the day should be utilized for this purpose, and in writing the pupil should be made to write his own thoughts more instead of being confined to worn out copies. The study of language should be cultivated, for thereby the child gains the faculty of expressing his own thoughts with elegance and conciseness.—Drawing had lately been introduced into the common schools and the legislature deserved the thanks of every educator for it. It educated both the hand and the eye, promoting manual skill and preparing the student for higher attainments and greater efficiency in practical every day life. The study of natural philosophy should be more encouraged.—But whatever the studies pursued the most important thing was a good teacher—one who had the faculty of imparting his knowledge. He must have a love for his pupils and his work, and must, moreover, feel his full dependence upon the Great Teacher. "If any man lack wisdom let him ask of God," &c. The teacher must feel that he has not learned all, and must come to his classes with fresh rather than stale food, and if any one had drifted into the teacher's vocation with the view of obtaining ease he might rest assured that he had mistaken his calling.

DR. BENEDICT

of Rochester followed with a short and familiar dissertation on "Words" in which he gave his audience an excellent conception of the importance of the subject and its intimate bearing upon the study of the languages.

THOMAS HUNTER'S ADDRESS.

On Wednesday morning, the fine building of the High School was inspected and received many commendations. At 9 o'clock, Dr. Thomas Hunter, President of the New York City Normal College, read a valuable paper on the need of Higher Education. This was listened to with close attention, for President Hunter is a man of profound yet practical ideas. He is a statesman as well as a scholar. The need of High Schools now was shown to be as necessary as the District Schools were a century since.

Commissioner Newell of Essex, read a good paper on "Hard Work for Teachers," and Prof. Kennedy's paper on the "Theory of School Discipline" was read by Prof. Harrington.

COMMITTEES.

The President next appointed the usual Committees:

Committee on Resolutions—Dr. N. T. Clarke, Canandaigua; Supt. MacMillan, Utica; Supt. H. R. Sanford, Middletown; Prin. Charles R. Abbott, Brooklyn; Comr. C. G. Brower, Westchester.

Finance—J. A. Steele, Elmira; L. S. Packard, Saratoga Springs; Prin. O. C. Roundy, Syracuse.

Time and Place—Prin. E. A. Sheldon, Oswego; J. L. Bothwell, Albany; Prof. Wright, Schenectady; J. W. Brown, Niagara; Supt. E. Danforth, Elmira.

THE SECTIONS.

The Association then divided into three sections. The Common and Graded School Section elected Prof. Jerome Allen as Chairman. The High School Section chose Prof. J. W. Mears its Chairman. The Normal School Section chose Prof. E. A. Sheldon, Chairman. And the day was devoted to reading of papers and to discussions upon the subjects presented by the writers.

WALLACE BRUCE.

This popular speaker gave an address in the evening on "Shakespeare's Women," which was, we may say, an address not easily equalled. But the hour was late, the weather hot and he had been preceded by a Syracuse gentleman, Mr. Knapp, and by Prof. Barlow, the latter on the Spelling Reform.

DRAWING.

On Thursday morning, Miss Mary Hicks, of Syracuse, (Syracuse again) read an address on "The ends to be attained by the introduction of drawing into the public schools."

This was one of the best things at the Convention. She said the ends are three fold—practical, educational and æsthetic. The practical end is the one which arouses the most earnest inquiry among the masses of our readers. "What good does it?" is the natural inquiry. This she answered in a very forcible manner, showing that the art of drawing is the most practical form of education, teaching the hand as well as the head, and preparing one for the common occupations and industries of adult life—carpentry, masonry, building, all departments of mechanism, carving, designing, decorating, painting, etc., etc. No place is more suitable to commence instruction in drawing than in the primary Department. Thus the time which children invariably waste in the amusement of picture making, for

which all have a passion, would be turned to practical account, and what is now simply a useless amusement, would be turned into a useful element of education, without embarrassing the children in their ordinary studies in the slightest degree.

THE AMERICAN HIGH SCHOOL.

Prof. Atwood, of Plattsburgh, read a paper on this subject that attracted a good deal of attention—for the question is but partially understood. The following were then chosen:

OFFICERS FOR 1878.

President.—Prof. John W. Mears, D. D., of Hamilton College.

Vice-Presidents—John B. Riley, of Plattsburgh; A. D. Allen, Trenton; Mrs. Mary D. Hicks, Syracuse; Miss Esther L. Hastings.

Cor. Secretary—Edward Danforth, of Elmira.

Treasurer—George L. Farnham.

Recording Secretaries—C. J. Chatfield and William O. Campbell.

THURSDAY EVENING.

The final Session was held at the Presbyterian church (which, by the way is without any means of ventilation.) The Treasurer's Report was listened to as well as the Necrological Report. Then Albany was selected with some sharp discussion, as the place for the next meeting. Prof. Mears delivered a noble address on, "Some Great Teachers." It was the best address your correspondent ever heard. It displayed research, thought, feeling, and the true teacher's spirit. W. W. Hartwell, of the Plattsburgh Board of Education, expressed the gratification of the citizens with the visit of the teachers. And then followed five minute speeches from several ex-Presidents and at last the doxology.

RESOLUTIONS.

Whereas, The division of territory of this State into sections or neighborhoods of small area, denominated school districts; and the local management of the public schools in these districts by officers called trustees do not secure such results in the education of the children in the rural districts as the times demand, and

Whereas, Those states in which each town or township constitutes a school district and all the public schools of which town or township are under the management of one school board, have demonstrated the superiority of the township system of local school management to that of the district system; therefore,

Resolved, That it is the sense of this Association that the best interests of the common schools of the State demand a change from the present district system to that system which shall comprise an entire town or other large territory under one school board. That we respectfully and earnestly request the State Legislature at its next annual session to enact such laws as shall secure this desired result.

Resolved, That we fully and constantly believe that it is the duty of the State, for its safety, to establish and maintain a school in every school district, in which every inhabitant may receive what is known, the country through, as a "good common school education,"—and that it is the duty of the State to establish and maintain a sufficient number of Normal and Training Schools to supply the common schools with competent teachers. That we believe the Teachers' Institutes have been agents for good in instructing and encouraging teachers, and we recommend that the educators of the State, teachers and others, should promote the growth and improvement of these institutions.

Whereas, The present mode of nominating and electing School Commissioners tends to lower the standard of supervision and degrade the office, by frequently associating the same with partisan politics; therefore, *Resolved*, That the Legislature be requested to enact a law requiring the Trustees of Public Schools, and the Boards of Education of Union Free Schools, to meet in their respective Commissioner Districts, at a specified date, and appoint School Commissioners for their respective Commissioner Districts, who shall possess the proper qualifications for said office, one of which should be the holder of at least a teacher's certificate of the first grade.

Resolved, That the Legislature of this State be requested to enact a law at its next session, changing the present legal status of the school age of the children of the State so as to include those only between the ages of six and eight years. And also to change the school year so that it shall commence on the first of August instead of the first of October, as at present.

On Friday morning, many of the teachers went on the steamer on an excursion to AuSable Chasm. Your correspondent having visited the wonderful scenery before, took rail for home.

CONCLUSIONS.

There was less wire-pulling, less scrambling for offices, less parsing of the pronoun "I" than usual. Heretofore, there have been unseemly caucusing, and endless struggles for a prominent position and for personal display that have surprised and disgusted the earnest men and women. Then the papers read have marked a point—this, the teachers see that they must themselves engage in the building work of education instead of only doing school-room work. We shall see now if all will go home and settle down as before until the next meeting. A good president was chosen, a solid man in whom there is no guile. But we missed the editor of the NEW YORK SCHOOL JOURNAL. He was earnestly sought for by many of his co-laborers and his present subscribers.

Philadelphia.

The annual examination of the pupils of the Northern Home for Friendless Children and Associated Institute for Soldiers and Sailors' Orphans occurred July 3. The pupils were examined in reading, writing, spelling, written and mental arithmetic, physiology, philosophy, algebra, geometry, history, Constitution of the U. S., bookkeeping, geography, botany and grammar, and acquitted themselves admirably. The kindergarten exercises, by nineteen children, between three and seven years, in charge of Miss Rachel Walk, were particularly interesting. The little ones, some of them scarcely old enough to walk or talk plainly, entering with great zest into the performances, which consisted of singing, weaving paper mats, marching, describing figures on the blackboard, etc.

In the afternoon the pupils to the number of about 400, with their friends, were assembled in the chapel, where the principal ceremonies of the day took place. Ex-Mayor D. M. Fox presided. The boys were dressed in full military uniforms, and the girls in their neatest and best clothes.—The valedictory address was read by Miss Mary Buxton; after which addresses were made by Rev. C. C. Cornforth, Rev. Mr. Sayre, chaplain of the G. A. R. Hon. John W. Forney, who spoke in eloquent terms of the heroic and patriotic example shown by the fathers of the children before him. Prof. Lindsay of Cumberland and Mr. Pierce of the Commercial College, one of the examiners, then spoke in complimentary language of the examinations passed by the pupils.

Mr. Smith Bowen of the Board of Trustees, then presented a complete costume sent from Paris by the Sisters of St. Vincent de Paul to Jenny Harton as the best pupil of the graduating class. This costume is a sample of those worn in the communal-school of the second arrondissement of Paris, and was exhibited in the French section at the Centennial Exhibition, and at its close was presented by the French commission to Mrs. Hutton to be disposed of in one of the soldiers' orphan-schools of the State.

There are 287 soldiers' orphans in the institution, and 125 friendless children, making a total of 412 children.

D. P. T.

MR. DIOGENES.

This singular man lived in Greece. He was distinguished for his eccentricities, bad manners and bad disposition.—It was his chief business to find fault. For example, he took a lamp one day when the sun was shining brightly and went out to search for an honest man, thereby insinuating that such persons were exceedingly scarce. When Alexander, a distinguished military gentleman, paid him a visit, and inquired what he could do for him, he had the impudence to tell him to "get out of his sunshine." To cap the climax of his oddities, he dressed like a beggar and lived in a tub!—He was a sour, crabbed, crusty old bachelor. We infer that he had no wife, first because history does not mention her; second, because no woman would take kindly to one of his habits, dress or manners, or aspire to become mistress of his mansion. There was an old woman who lived in a shoe, it is true, but the woman who would live in a tub and especially with such a companion, has not been heard from. The misanthropic spirit which possessed this man was doubtless due to disordered digestion and a biliousness, one of the prominent symptoms of which is a morose, faultfinding disposition. The tongue is heavily coated, giving rise to a bad taste, the appetite is not good and the patient feels dull, sleepy or dizzy, and is apt to be fretful. Unfortunately Mr. Diogenes lived several centuries before Dr. Pierce's Pleasant Purgative Pellets were invented, a few doses of which would have relieved him of his bile and enabled him to find scores of honest men without the aid of his lantern. Under their magic influence, combined with that of the Golden Med. Discovery, to cleanse his blood, he might have been led to take a more cheerful view of life, to exchange his tub for a decent habitation, to spruce up in personal appearance and at last have taken a wife to mend his clothes and his manners, both of which were in evident need of repairs and become the happy sire of little Diogenes who would have landed down to posterity the name, not of a cynic philosopher, but of a cheerful, healthy, happy, virtuous man!!

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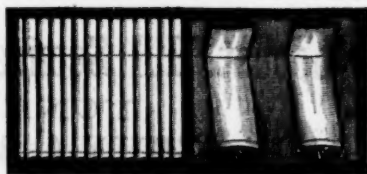
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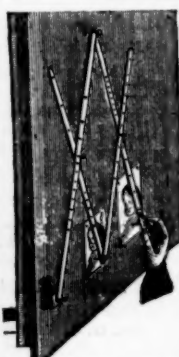
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